



MASSACHUSETTS
**Department of
Early Education and Care**

Center and School Based QRIS Standards

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Rev. 11/16/2012

Category 1: Curriculum and Learning

Early childhood research reports the critical elements of a high quality program include: utilization of a developmentally appropriate comprehensive curriculum aligned to the state's standards, an assessment system that reflects the curriculum and state standards/expectations for children, adaptations to meet individual children's needs and positive teacher-child interactions that foster children's self regulation and emotional well-being.

Subcategories within Curriculum and Learning:

- 1A. Curriculum, Assessment, and Diversity
- 1B. Teacher-Child Relationships and Interactions

Curriculum And Learning: 1A. Curriculum, Assessment, and Diversity

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Educators demonstrate completion of formal professional development in curriculum, screening tools, and formative assessment.” ®</p> <p>Materials reflect the language and culture of the children in the classroom, their communities, and represent the diversity of society. ↔</p>	<p>ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and using results of ERS self-assessment program develops a program improvement plan describing how program plans to move to the next QRIS level.</p>		Formal Professional Development as indicated by Registry.	<p>Head Start Item # 1304.22(b)(2) 1304.52(i)(1)(i) 1304.51(c)(2)</p>	<p>NAEYC item # 2.A.08</p>
Level 3	Meets Requirements of Level 2 PLUS	ITERS-R AND/OR		Description of types of progress	Head Start item # 1304.21(b)(1)	NAEYC item # 2.D.02

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		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>Staff include parental input in the progress reports. ↔</p> <p>Program uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across all developmental domains. ®+</p> <p>Staff has received formal professional development in the curriculum; using the MA Guidelines for Preschool Learning Standards or Infant / Toddler Learning; documenting children's progress; and working with children from diverse languages and cultures and second language acquisition. ®</p> <p>Staff demonstrate language and literacy skills either in English or the child's language that provide a model for children. ®</p>	ECERS-R reliable rater score average of 5 with no single item below 4.		<p>reports and how program and/or teacher shares these with parents with preschool children at least 3 times in a 12 month period</p> <p><u>And/ OR</u></p> <p>Description of types of progress reports and how program and/or teacher shares progress reports with parents of infants/toddler or children with disabilities at least 4 times in a 12 month period. ¹</p> <p>AND</p> <p>Description of screening tools, formative assessments, and observation data. Description of how these are used to address children's</p>	<p>1304.21(c)(1) 1304.52(g)(2) 1304.21(c)(2)</p> <p>AND</p> <p>Formal Professional Development as indicated by Registry.</p>	<p>2.E.05 4.A.01 4.A.02 4.B.01 4.B.02 4.C.02 4.D.04 6.A.07 6.A.11</p> <p>AND</p> <p>Formal Professional Development as indicated by Registry.</p>

¹ 606 CMR 7.06(3)(a)1 - For infants and children with identified special needs the progress report must be prepared every three months.

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				needs. AND Formal Professional Development as indicated by Registry.		
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Program uses a curriculum that is aligned with MA guidelines for Preschool Learning Standards and the Infant/ Toddler Learning Guidelines. ④ ☐</p> <p>Program uses progress reports, appropriate screening tools, formative assessments, and information gathered through observation to inform curriculum planning, and use results to monitor each child's progress across developmental domains, and inform program decision-making (e.g. curriculum content, strategies for improved staff implementation, and professional development. ④</p>			<p>Brief (1-3 page) description of: a) how curriculum aligns with core competencies outlined in MA Guideilnes; b) how curriculum is adapted to meet needs of children in classroom and program.</p> <p>AND</p> <p>Formal Professional Development as indicated by Registry.</p>		

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Curriculum and Learning: 1B. Teacher-Child Relationships and Interactions

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>All staff receive orientation and ongoing formal professional development and supervision in how to support positive relationships and interactions through positive, warm and nurturing interactions. ®</p>	<p>ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and using results of ERS self-assessment program develops a program improvement plan describing how program plans to move to the next QRIS level.</p>	<p>CLASS self-assessed score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 3 or lower on the dimension of Negative climate</p> <p><u>OR</u></p> <p>Arnett Caregiver Interaction Scale self-assessed score of 3.0 or higher</p>	Formal Professional Development as indicated by Registry.		

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		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Staff engage children in meaningful conversations, use open-ended questions and provide opportunities throughout the day to scaffold their language to support the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions. ®</p> <p>Educators are provided with opportunities to use outside consultants with expertise in the age of the children served to assist them in implementing strategies that support positive relationships/interactions and prevention/intervention techniques. ®+ ®</p>	ITERS-R AND/OR ECERS-R reliable rater score average of 5 with no single item below 4.	<p>CLASS reliable rater score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or 1 on the dimension of Negative climate</p> <p>OR</p> <p>Arnett Caregiver Interaction Scale average score of 3.0 or higher</p>	Signed document that the program uses outside consultants with expertise in children's behavior and mental health to provide support and assistance to staff in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.		NAEYC item # 2.D.07 10.B.10
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Staff utilize teaching strategies that ensure a positive classroom environment, engage children in learning and promote critical thinking skills. ®</p>	ITERS-R AND/OR ECERS-R reliable rater score average of 6 with no single item below 5.	CLASS reliable rater score of 6 or 7 on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or 1 on the dimension of Negative climate			

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Level	Revised Standard	Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
			OR Arnett Caregiver Interaction Scale average score of 3.2 or higher			

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Category 2: SAFE, HEALTHY INDOOR AND OUTDOOR Environments

Program environments are the framework for children's learning. They support the implementation of the curriculum through the use of space, materials and opportunities for children to experiment, practice their skills, analyze, socialize and problem solve. Environments must provide support for the health, safety and nutrition of young children in order to ensure their optimum development and well being.

2. Safe, Healthy Indoor and Outdoor Environments

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program, unless needs of a child require additional consultation. ®↔</p> <p>Demonstrates healthy, safe and clean indoor and outdoor environments. ↔</p>	<p>ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and program improvement plan describing how program plans to move to the next QRIS level.</p>		<p>Copy of the agreement with the health consultant <u>OR</u> copy of collaboration agreement through which a health consultant provides services</p> <p>AND</p> <p>A signed statement from the program director verifying that the visits occur on at least an annual basis.</p>		NAEYC item # 5.A.02
Level 3	Meets Requirements of Level 2 PLUS	ITERS-R AND/OR ECERS-R		Evidence of access to screenings,	Head Start item # 1304.20(b)(1)	NAEYC item # 7.C.05 5.B.05

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		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>Program, with parental consent, provides (directly or through collaboration) vision, hearing and dental screenings, and shares results with families. ®</p> <p>Staff are trained in how to work with children with special diets, allergies and specialized feeding issues. ®</p> <p>Demonstrates healthy, safe and clean indoor and outdoor environments. ↔</p>	reliable rater score average of 5 with no single item below 4.		<p>records and referral offered either directly, through collaboration with another agency, or accessed directly by parents of children attending the program.</p> <p>AND</p> <p>Training as indicated by Registry.</p>		
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Demonstrates stimulating indoor and outdoor environments that provides access to sinks in the classroom. ↔</p>	ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5		Status of sinks confirmed during reliable rater visits.		

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Category 3: Workforce Qualifications and Professional Development

Research indicates that the workforce engaged in early childhood education must have formalized training in early childhood education and content knowledge in order to support program quality and impact child outcomes. Ongoing professional development that links to the classroom activities is related to program improvement and child outcomes are directly affected by the quality of their experiences in the classroom

Subcategories within Workforce Qualifications and Professional Development:

3A. Designated Program Administrator Qualifications and Professional Development

3B. Program Staff Qualifications and Professional Development

Workforce Qualifications and Professional Development:

3A.Designated Program Administrator Qualifications And Professional Development

Level	Revised Standard	Measure		Documentation		
		Required Observati on Measure (ERS)	Alternative Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		

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		Required Observation Measure (ERS)	Alternative Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Program administrator has a Child Development Associate (CDA) Credential for the age of the children served, (or higher i.e. Associate's or Bachelor's degree),</p> <p>OR</p> <p>Is enrolled in a program leading to an Associate or Bachelor's Degree in early childhood education or related field.</p> <p>® + ↔</p> <p>Program Administrators with primary responsibility for the supervision of educators in the program, must have a BA degree. ↔</p> <p>Program Administrator has a minimum of 3 college credits in administration and management and 12 college credits in early childhood education/child development/ special education and 2 years experience as an administrator.</p> <p>® + ↔</p>		PAS items 2, 3, and 22 with score of 3 or higher.	<p>Formal Professional Development as indicated by Registry.</p> <p>AND</p> <p>Signed document that IPDP is completed regularly.</p> <p>AND</p> <p>Experience as indicated by Registry.</p>	<p>Head Start item # 1304.52(c)</p> <p>.</p> <p>1304.52(j)</p> <p>1304.52(f) for Early Head Start</p> <p>OR</p> <p>For Registry demonstrates CDA AND is enrolled in program leading to an AA or BA in early childhood and has Formal Professional Development in MA Guidelines</p> <p>AND</p> <p>Experience as indicated by Registry.</p>	<p>NAEYC item # 10.A.02 10.E.09 10.E.10 10.E.11</p> <p>AND</p> <p>Formal Professional Development as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry.</p>

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	<p>Program administrator has received professional development in supervision of adults and strategies for working with adults. ③</p> <p>Program administrator has an Individual Professional Development Plan (IPDP) that addresses their process and timelines to achieve the Program Administrator Qualifications for the next level of the QRIS and increases their competency along the advanced continuum of the core competencies. ③</p> <p>Program administrator has received formal professional development in the MA Guidelines for Preschool Learning Experiences, the Infant / Toddler Learning Guidelines, child development, the Strengthening Families protective factors, and is knowledgeable about the core competencies in order to be able to develop their staff's professional development plans. ③ ☐</p>					
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Program administrator has at least a Bachelor's degree. ↔ ③</p>		PAS Item 22 with a minimum score of 5	Formal Professional Development as indicated by Registry.		NAEYC item # 10.A.02 6.B.01

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		Required Observation Measure (ERS)	Alternative Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>Has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management. ⑥</p> <p>Has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education <u>OR</u></p> <p>Documents that a plan is in place to meet the above qualifications within five years. ⑥+</p> <p>Program Administrator's IPDP addresses their process and timelines to achieve the Program Administrator Qualifications for the next level of the QRIS and increases their competency along the advanced continuum of the core competencies. ⑥</p>			<p>AND</p> <p>Signed document that IPDP is completed regularly.</p>		
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management. ⑥</p> <p>Has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child</p>			<p>Coursework as indicated by Registry.</p> <p>AND</p> <p>Document signed by program administrator that IPDP is completed regularly.</p>		<p>NAEYC item # 10.A.02 6.B.01</p>

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	<p>development, elementary education, or early childhood special education. ③</p> <p>Program Administrator has a minimum of 5 years experience as an Administrator. ↔</p> <p>Program Administrator has a Professional Development Plan that addresses areas of identified needs and increases their competency along the advanced continuum of the core competencies. ③</p>			<p>AND</p> <p>Experience as indicated by Registry.</p>		

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3B. Workforce: Program Staff Qualifications and Professional Development

Level	Revised Standard	Measure		Documentation		
		Required Observation Measure (ERS)	Alternative Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>All staff working in program have a high school diploma or GED. ☐</p> <p>All Educators (Lead teachers, teachers, teaching aides, etc.) have a minimum of 3 college credits in early childhood education, or related field. ☐</p> <p>Have an IPDP that is developed in conjunction with the Supervisor that addresses the identified professional development needs of that teacher and development of their competency along the initial-level of the continuum of the core competencies. The IPDP must also address the actions and timelines that need to be met in order to move to the next level of the QRIS. ↔ ☐</p> <p>50 percent of classrooms have Educator(s) with a Bachelor's degree or higher who work for the full program day. ®</p>		PAS items 2, 3, and 22 with score of 3 or higher	<p>Formal Professional Development as indicated by Registry.</p> <p>AND</p> <p>Document signed by program administrator that IPDP is completed regularly.</p>	<p>Head Start item # 1304.52(j)</p> <p>AND</p> <p>Formal Professional Development as indicated by Registry.</p>	<p>NAEYC items # 10.E.11 6.B.01 6.A.06</p>

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		Required Observation Measure (ERS)	Alternative Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 3	<p>Meets Requirements of Level 2 PLUS 75 percent of classrooms have teachers with a Bachelor's degree or higher who work for the full program day.</p> <p>IPDP ensures that the teacher receives Formal professional development in the components of the assessment process including screening, observation, use of assessment tools and IDEA processes. ®</p>		PAS item 22 with a minimum score of 5	<p>Formal Professional Development as indicated by Registry.</p> <p>AND</p> <p>Document signed by program administrator that IPDP is completed regularly.</p>		NAEYC item # 6.A.05 10.E.11
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>All (100 percent) of the classrooms have Educator(s) with a Bachelor's degree or higher who work for the full program day. ® + 🗣️</p> <p>Have a minimum of 30 college credits in early childhood education/child development/special education. ® + 🗣️</p> <p>IPDP reflects mentoring/coaching/supervision, curriculum, etc. ® + 🗣️</p>			<p>Coursework as indicated by Registry.</p> <p>AND</p> <p>Document signed by program administrator that IPDP is completed regularly.</p>		NAEYC item # 6.B.01 6.A.05

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Category 4: FAMILY AND COMMUNITY ENGAGEMENT

Families must be acknowledged as children's first teachers and thus must be recognized and supported as partners in their child's education. Programs must understand the interconnectedness between the family and a child's approach to learning and establish a relationship with families that is built on mutual trust, respect and a willingness to involve them as full partners; while providing them with information, resources and support in order to ensure children have a healthy nurturing environment in which to grow and learn.

4. Family and Community Engagement

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Programs <u>offer</u> opportunities for parents to meet with classroom staff, at least monthly. ↔</p> <p>Program has developed informational materials on the program that are in the language of the community, are available for staff to use in the community and are given to prospective families. ®+ ↔</p>	<p>ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and program improvement plan describing how program plans to move</p>	<p>Program Administration Scale (PAS) score of 3 or higher.</p>	<p>Document signed by program administrator describing the opportunities for parents to meet with classroom staff at least once a month.</p> <p>AND</p> <p>Document signed by program administrator that briefly describes the community events that the</p>		

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	<p>Program maintains ongoing communication with the school/early intervention program, CFCE grantee, mental health providers to facilitate collaboration and coordination of services that support children and families. ↔</p> <p>Program participates in community events. ③ ④</p> <p>Program completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement. ③ ④+🗣️</p>	to the next QRIS level.		<p>program participates in at least annually.</p> <p>AND</p> <p>Description of program improvement plan based on Strengthening-Families self-assessment including current goals and activities for strengthening family and community engagement.</p>		
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>A daily two way communication system <u>is available</u> between the educators and families through a variety of means. 🗣️</p> <p>Families are encouraged to volunteer in the program, to assist in the classroom, and share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information. ④ ↔</p> <p>Program ensures that there are translators available, as needed, at meetings, workshops and</p>	<p>ITERS-R AND/OR ECERS-R reliable rater score average of 5 with no single item below 4</p>	<p>Program Administration Scale (PAS) score of 5 or higher by a reliable rater.</p>	<p>Document signed by program administrator describing the variety of daily communication methods (e.g. scheduled telephone hour, checklists, e-mail).</p> <p>AND</p> <p>Document signed by program administrator describing translators used for all meetings workshops and conferences.</p> <p>AND</p> <p>Document signed by program administrator</p>	<p>Head Start item # 1304.41(a)(4) 1304.51(c)(1) 1304.51(c)(2)</p>	<p>NAEYC item # 7.B.01 7.B.05 7.A.07 8.A.01 8.A.02</p>

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	<p>conferences to ensure strong communication between the program and families. ↔</p> <p>Program participates in local community group work that is related to early childhood, and the cultural groups served by the program and/or family support. ®</p> <p>Program ensures young children and their families have access to developmental, mental health, health and nutrition services either through private pay arrangements OR are offered such services through other programs. ®+ 🗣️</p>			describing how the program ensures children and their families have access to developmental, mental health, health, and nutrition services either through private pay arrangements OR are offered such services through other programs (such as, CFCE program, mental health providers, health care providers, etc.		
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Parents participate on the Advisory Board for the program and are actively involved in the policy and decision making for the program. ↔</p> <p>Program provides or connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). ↔ ®</p> <p>Program ensures all children and families have access to</p>	<p>ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5</p>		<p>Document signed by program administrator that lists listing the provided access and opportunities to training.</p> <p>AND</p> <p>Document signed by program administrator demonstrating that children have access to the following screenings, referrals, and services: developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy,</p>	<p>Head Start item # 1304.40(d)(1) 1304.50(a)(1) 1304.20(a)(1)(ii)</p>	<p>NAEYC item # 5.A.02 10.F.04</p>

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		Measures		Documentation		
Level	Revised Standard	Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	comprehensive screenings, referrals and services including developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services. ®			dental health care, and nutrition services. These may be provided either through the program or another service delivery such as E/I, public school, CFCE Program, or by family arrangement.		

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Category 5: Leadership, Management, and Administration

High quality programs require effective leadership with management and administrative practices that ensure a stable environment, fiscal accountability, evaluation of the program's practices and policies and the development of relationships within the community in order to support the staff and the children and families they serve.

Subcategories within Leadership, Management, and Administration:

- 5A. Leadership, Management, and Administration
- 5B. Supervision

5A. Administration: LEADERSHIP, MANAGEMENT, AND ADMINISTRATION

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Communication and updates on the program are provided to Educators and families. ↔Ⓟ</p> <p>Program has a written business plan. ↔</p> <p>Program has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs. Ⓟ☐</p> <p>Staff are paid for planning time. Ⓟ</p>	ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and program improvement plan describing how program plans to move to the next QRIS level.	Program Administration Scale (PAS) minimum self-assessed score of 3	<p>Document signed by program administrator that program updates are provided at least quarterly to staff and families in their primary, or preferred, language to the extent appropriate and possible.</p> <p>AND</p> <p>Written business plan that includes an annual operating budget that is used to guide planning, set goals, and make decisions.</p> <p>AND</p>	<p>Head Start Item # 1304.22(b)(2) 1304.52(i)(1)(i) 1304.51(c)(2)</p> <p>AND</p> <p>Written business plan with operating budget that includes an annual operating budget that is used to guide planning, set goals, and make decisions.</p>	<p>NAEYC item # 10.B.08</p> <p>AND</p> <p>Written business plan with operating budget that includes an annual operating budget that is used to guide planning, set goals, and make decisions.</p>

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	Program has policies that support teacher retention. ⑥			Copy of admissions policy promoting diversity (e.g., a statement that the program recruits and encourages the enrollment of children and families from diverse backgrounds). AND Description of program policies that support teacher retention.		
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Program tracks and monitors absences of individual children and contacts families when children are absent more than 20% in a month. ⑥</p> <p>Program has a quarterly review conducted of the accounting records by an independent party who has accounting or bookkeeping expertise. ↔</p> <p>Program director, staff and family input is solicited on an annual basis through a survey to</p>		Program Administration Scale (PAS) minimum self-assessed score of 5 or higher.	<p>Description of how program addresses absences.</p> <p>AND</p> <p>Document signed by program administrator indicating that provider consults with an independent third party who has expertise in accounting or bookkeeping expertise</p>		

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>evaluate the program. ® + ☐ ↔</p> <p>Results of the annual survey are used to develop the a comprehensive written program improvement plan. Ⓟ ®</p> <p>Program tracks and monitors teacher turn over and has plan for addressing turn over. Ⓟ</p>			<p>AND</p> <p>Description of system for tracking teacher turn-over and plan for addressing teacher turn-over.</p>		
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Program staff and advisory board are involved in the development of the business plan and it is reviewed periodically for updating. ↔</p> <p>Program has a system of technology that allows for data collection and tracking program information. Ⓟ</p> <p>An outside audit is conducted annually by a certified public accountant. ↔</p> <p>Program shares the results of the program quality rating with the families, staff, governing board and funders. ☐</p>	<p>ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5</p> <p>AND</p> <p>.</p>	<p>Program Administration Scale (PAS) score self-assessed of 7</p>	<p>Signed checklist/document that the program has a technology system that maintains and tracks information on: children's health, services, absenteeism, children's educational information, staff qualifications, professional development and financial record keeping.</p> <p>AND</p> <p>Program reports teacher turn-over rates annually.</p>	<p>Head Start item # 1304.51(g)</p>	<p>NAEYC item # 10.B.03</p> <p>AND</p> <p>Signed checklist/document that the program has a technology system that maintains & tracks information on: children's health, services, absenteeism, children's educational information, staff qualifications, professional development and financial record keeping.</p>

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5B. Administration: SUPERVISION

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Program provides recognition for staff in annual evaluation as well as in public forum, as appropriate)(i.e. verbal recognition in group setting or written recognition in newsletter.) ®</p> <p>Staff are given feedback on instructional practice on a monthly basis. ®</p>			Portion of the written policy describing staff recognition and feedback system.		
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Program uses at least 3 types of internal communication on a monthly basis to inform staff of program activities, policies, etc. ®</p> <p>Staff receive at least one benefit (paid vacation time, sick time,</p>		Program Administration Scale (PAS) score of 5 or higher	Portion of the written policy providing: a) internal communication b) provides evidence of benefits offered to employees c)description of system that		

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		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>health insurance, tuition/PD reimbursement or retirement plan option). ®</p> <p>Staff are given feedback that give examples of best practice at least twice a month. ®+</p> <p>The program has a system to support the career development of staff through a career ladder (e.g., regularly scheduled time to meet with a supervisor or mentor to monitor progress towards career goals).</p> <p>Staff salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the staff members, and is comparable with the current wage level of others in the community with the same levels of education. ®</p>			supports career development through a career ladder.		

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		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Program offers a benefit package that includes vacation, sick time, and health insurance. ®</p> <p>Staff are provided ongoing mentoring that includes demonstration of best practices on a weekly basis. ®+</p> <p>Program demonstrates systematic opportunities for teachers to engage in reflective teaching practices through the use of peer groups, coaches and/or mentors. ®</p> <p>Program has an incentive program that rewards each educator that achieves the next step on the career ladder. ®+</p>			<p>Portion of the written policy that shows that benefit packages are offered that includes vacation, sick time, and health insurance.</p> <p>AND</p> <p>Description of regular opportunities for teaching staff to engage in reflective teaching practices, peer group coaching and mentoring.</p>		NAEYC item # 10.E.06

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